

Foothill College
 Student Equity Plan and Executive Summary
 2019-2022

EQUITY AT Foothill COLLEGE

As an institution, Foothill has chosen to place equity at the forefront of its values as a college. By prioritizing equity and making it the lens by which the campus community visualizes, crafts, and implements all that it delivers, Foothill has set itself up to make great strides in changing the experience of its students and producing outcomes that can eradicate disparities among our most vulnerable populations.

At Foothill when we talk about equity, we talk about race, and how it impacts the everyday lives of our students. We want to be courageous in our conversations and revolutionary in our approach. We want to push each other to do better and think bigger. Only in dismantling systemic barriers and shifting our culture will we truly produce equitable outcomes and safe spaces for our students. This Equity Plan is one step along the path of a greater purpose and vision for the Foothill College community.

STUDENT EQUITY PLAN GOALS AND ACTIVITIES

Using percentage point gap (PPG) methodology, disproportionately impacted (DI) student groups were identified within the five state-selected Equity Plan metrics. The PPG formula compares the percentage in a particular outcome (e.g., course completion rate) for a disaggregated subgroup to the percentage for all students (CCCCO, 2017).

When possible, overall student population goals aimed to align with Vision for Success strategic goals. Goal setting for DI subgroups was prioritized based on how often a group was identified across metrics, while maintaining a particular focus on racial disparities. Foothill’s goals are clearly ambitious, demonstrated below and connected to proposed activities and strategies by metric.

Access – Successful Enrollment

Defined as the number of students who both applied to Foothill College and ultimately enrolled within the 2017-2018 academic baseline year.

Group	2017-18 Baseline Data	Proposed Increase
Foothill Overall Student Population	60%	15%
Disproportionately Impacted Groups		
African American Females	894	+121 for full equity
African American Males	810	+87 for full equity
Activities to Support Access Goal		
Lead by the Office of Online Learning, an evaluation of the college’s current online orientation model would be conducted to address the growing online population.		
Lead by Admissions & Records Office and the Marketing Department, the college will systematically seek out and remove barriers to registration. This includes the college website and online application.		
Lead by the Office of Instruction and Student Services, the development of a Strategic Enrollment Plan will be critical to increasing student access to the college.		
Lead by the Office of Equity and the Office of Institutional Research and Planning, taking a deeper dive into the data and literature to identify factors that contribute to low enrollment of African American students, as well as promising practices that can be implemented to increase access and successful enrollment.		

Foothill College
Student Equity Plan and Executive Summary
2019-2022

Retention: Fall to Winter

Defined as continued enrollment from Fall quarter to Winter quarter, utilizing data from the 2017-2018 academic year.

Group	2017-18 Baseline Data	Proposed Increase
Foothill Overall Student Population	64%	15%
Disproportionately Impacted Groups		
African American Females	144	+22 for full equity
Latinx Females	1,382	+89 for full equity
Activities to Support Retention Goal		
Lead by the Office of Equity, explore early intervention strategies to track students who may require additional support services.		
Lead by the Office of Equity, Student Government (ASFC), and the Office of Student Affairs, explore services and resources available to all students across campus (e.g., textbook loaner and rental programs, calculator and laptop loaner programs).		
Lead by the Marketing Department, develop a comprehensive document that includes services and resources to then promote and increase awareness of these campus-wide services both online and on the ground.		
Lead by the Office of Equity and the Foothill Courageous Conversations About Race (CCAR) Affiliates, college-wide professional development, specifically Beyond Diversity I training for all Foothill employees, as well as the creation of homegrown expanded equity training.		
Lead by the President's Office, the restructuring of the Office of Equity and Dean of Institutional Equity, Diversity, and Inclusion role to include and oversee the Umoja and Puenete learning community programming.		
Lead by the Office of Student Affairs, the development and sustaining of the campus food pantry, to include community partnerships such as Whole Foods, as well as donation management.		
Lead by the Office of Equity, Student Government (ASFC), and the Office of Student Affairs & Activities, collaboration in relation to the Heritage Month series to ensure representation, appropriate scheduling of heritage activities, and honor for recognized holidays, in an effort to create and sustain community among disproportionately impacted student groups.		
Lead by the Office of Equity, work with practitioners to identify promising pedagogical and student support strategies with potential for implementation.		

Transfer to a 4-Year Institution

Defined as the successful transfer to and enrollment at any four-year postsecondary institution. The 2016-2017 academic year was used as a baseline for this particular metric to account for the lag in time to confirm transfer.

Group	2016-17 Baseline Data	Proposed Increase
Foothill Overall Student Population	12%	15%
Disproportionately Impacted Groups		
African American Males	31	+17 for full equity
Latinx Males	199	+119 for full equity
Activities to Support Transfer Goal		
Lead by the Transfer Center, expand the number of 4-year campuses who visit and engage with students.		

Foothill College
Student Equity Plan and Executive Summary
2019-2022

Lead by the Transfer Center, the Office of Equity, and the Marketing Department, create videos of Transfer Center workshops to be available online for students unable to attend in person.
Lead by the Honors Program and Office of Equity, removal of entrance criteria so that all students have access to enroll in Honors courses, while maintaining exit criteria to determine designation.
Lead by the Honors Program and the Marketing Department, strategic marketing to change the mindset of who is an Honors student and who belongs in the program.
Lead by the Puente and Umoja programs in partnership with the Office of Equity, support the development of 2 nd year programming for learning communities.

Completion of Transfer-Level Math and English

Defined as successful completion of both transfer-level Math and English courses within the district by the end of Spring term of a student's first year of enrollment.

Group	2017-18 Baseline Data	Proposed Increase
Foothill Overall Student Population	9%	15%
Disproportionately Impacted Groups		
Latinx Males	23	+25 for full equity
Activities to Support Math/English Completion Goal		
Lead by the Office of Equity, provide professional development, specifically training on culturally relevant pedagogy for all faculty.		
Lead by the Office of Equity in collaboration with the District, provide implicit bias training for all new employees and for current faculty and tutors.		
Lead by the Puente and Umoja programs in collaboration with the Office of Equity, explore adding a math track to learning community course offerings.		
Lead by the Financial Aid Office and the Marketing Department, promotion of the Foothill Promise program.		

Attained the Vision Goal Completion Definition

Defined as earned credit certificate over 18 units, associate degree, or CCC bachelor's degree.

Group	2017-18 Baseline Data	Proposed Increase
Foothill Overall Student Population	3%	15%
Disproportionately Impacted Groups		
African American Females	16	+5 for full equity
Activities to Support Vision Goal Completion		
Lead by the Counseling Office and Office of Institutional Research and Planning, expand contact and outreach to students who earn or are close to earning the unit threshold for degree or certificate.		
Lead by the Office of the President and Integrated Planning & Budget (IP&B) Task Force, implement a new structure for shared governance, redevelop both program review and planned budget forms, all developed to streamline processes and be strategic as a college to support students better. As policies and procedures are streamlined, so are student interactions with the college.		
Lead by the Office of Equity and IP&B, support the college's efforts to institutionalize disaggregated data analysis at the program level to identify areas with the greatest disproportional impact.		
Lead by the Financial Aid Office and the Marketing Department, promote and encourage FAFSA and Dream Act Application completion. Research states that students who receive aid are shown to persist at a greater rate.		

Foothill College
Student Equity Plan and Executive Summary
2019-2022

PROCESS AND SCHEDULE TO MEET STUDENT EQUITY GOALS

The Student Equity Plan was drafted largely by the Office of Equity in collaboration with and guidance from the Equity and Education governance committee. Data analysis and calculations were provided by the Office of Institutional Research and Planning. The plan was shared across campus for discussion and feedback to the following groups: Academic Senate, Classified Senate, President's Cabinet, as well as all four governance committees (College Advisory Council, Community & Communication, Equity & Education, and Revenue & Resources). The plan was approved by both Academic Senate and the Equity & Education governance committee in April, as well as by the District Board of Trustees on Monday, June 10, 2019.

Student equity goals will be evaluated on an annual basis, led by the Office of Equity in partnership with Institutional Research. Evaluation will include data analysis, program review (either college program review based on 5-year cycle or similar internal review), and review by governance committees. Annual review will allow for adjustments or re-structuring of activities based on progress to goals.

COORDINATION ACROSS EQUITY-RELATED CATEGORICAL PROGRAMS

Most student equity-related categorical programs connected to SEA funding fall under the purview of the Dean of Institutional Equity, Diversity, and Inclusion. Additionally, the Dean reports directly to the President and serves on the President's cabinet, further displaying the college's efforts to place equity at the forefront of conversations and decision-making at its highest levels. Access to these levels of leadership will help to encourage support and collaboration across campus and support for approved strategies and initiatives. The Office of Equity is viewed as a support for the entire campus and has established strong working relationships with leadership across departments, divisions, and programs.

The newly structured Office of Equity will be key in campus-wide coordination and accountability structures within the Equity Plan. Under its new direction, the Office of Equity now oversees Professional Development, the learning community programs of Puente and Umoja, the Honors Institute, and the Family Engagement Institute which houses many of our community-facing programs and undocumented student support; all arguably serving some of Foothill's most vulnerable student populations and all potential models for equity-based programming across campus. With the intersection of both academic and support service based programming within the Office of Equity, strong partnerships have been cultivated with both the instructional and student services divisions, providing a fundamental pathway for communication and accountability to be at its best as the Equity Plan is carried out and assessed over the next three years. As such, the Equity team will be essential in the coordination and evaluation of the plan.

Foothill College has set aspirational goals for this updated plan. As an institution, we intend to close the equity gaps for our disproportionately impacted students by 2022, as noted in our goals above. This can only be accomplished with strategic planning and systemic shifts that remove barriers to our students' success, coupled with dedicated employees who are willing to do the work to make the change. We believe this is our time.

ASSESSMENT OF PROGRESS MADE FROM PRIOR YEAR PLAN

The 2015 Student Equity Plan set goals across five metrics and identified student groups to focus efforts in closing the gaps. An assessment of the previous plan was conducted by the Equity and Education governance committee beginning in September 2018, and was completed in collaboration with the

Foothill College
Student Equity Plan and Executive Summary
2019-2022

Office of Equity in February 2019. A narrative evaluation summary was submitted to governance and its findings helped to inform this current plan. The table below details the progress on the identified groups.

Metric	Student Group	% Point Gap in 2015	% Point Gap in 2018	Goal Met
Access	Asian Indian	-4	Unknown	Unknown
	Veterans	-4	-4	No change
	Vietnamese	-2	Unknown	Unknown
Course Completion	African American	-15	-8	Gap decreased
	Latinx	-7	-7	No change
	Low Income	-10	-8	Gap decreased
ESL Basic Skills Completion	Pacific Islander	-23	16	Goal Met
	Females	-3	-2	Gap decreased
	Latinx	-7	-2	Gap decreased
English Basic Skills Completion	African American	-19	-28	Gap increased
	Low Income	-7	-5	Gap decreased
	Filipinx or Pacific Islander	-13	-1	Gap decreased significantly
Math Basic Skills Completion	African American	-23	-19	Gap decreased
	Low Income	-6	-2	Gap decreased
	Filipinx or Pacific Islander	-16	-4	Gap decreased
Degree or Certificate Completion	African American	-26	-17	Gap decreased
	Latinx	-17	-4	Gap decreased
	Low Income	-12	-4	Gap decreased
Transfer	African American	-23	-31	Gap increased
	Latinx	-16	-15	Gap decreased
	Low Income	-13	-11	Gap decreased

While most proposed activities in the 2015 Equity Plan made some progress, overall it was clear more work needed to be done. The evaluation found that in the absence of a stable Director or Lead in the Office of Equity, accountability was not consistent and communication was challenging. This is a significant change moving into this new plan where the Dean can take ownership of the plan, be of support in formative assessment, and be the accountability arm for the institution.

RESOURCES BUDGETED TO ACHIEVE EQUITY GOALS

The college recently implemented an institutional process for budget planning and requests, reviewed by a committee that includes Office of Equity personnel and as a whole uses an equity lens in decision-making. While Equity funds will continue to support equity work through programming and personnel, activities reported in the plan will be supported by a myriad of sources including but not limited to: SEA funds, Workforce, Student Government, President's Office, grant funds, state initiatives, and donations.

Looking ahead, SEA funds will be expended primarily in alignment with the Equity Plan, with the majority of allocated Equity funds dedicated to personnel, with remaining funds used to support campus-wide professional development, equity programming, and student-centered activities.

Foothill College
Student Equity Plan and Executive Summary
2019-2022

ACCOUNTING OF STUDENT EQUITY FUNDS 2015-2018

Equity fund allocations for 2015-16, 2016-17 and 2017-18 academic years were expended via the activities, programs, and personnel identified in the 2015 Student Equity Plan. As previously mentioned, a significant portion of the Student Equity funds have historically been dedicated to personnel, while remaining funds were distributed through the Student Equity Workgroup (SEW) prior to the current governance structure. See tables below for total expenditures of Equity Funds for the previous plan period, 2015-2018 academic years.

FH Student Equity 2015-2016

Code	Classification	Total
1000	Certificated Salaries	230,492
2000	Classified and Other Non-instructional Salaries	309,307
3000	Employee Benefits	137,126
4000	Supplies and Materials	28,669
5000	Other Operating Expenses and Services	141,389
6000	Capital Outlay	7,792
7000	Other Outgo	27,505
	TOTAL	\$882,280

FH Student Equity 2016-2017

Code	Classification	Total
1000	Certificated Salaries	288,903
2000	Classified and Other Non-instructional Salaries	228,767
3000	Employee Benefits	133,372
4000	Supplies and Materials	90,804
5000	Other Operating Expenses and Services	99,630
6000	Capital Outlay	5,602
	TOTAL	\$847,078

FH Student Equity 2017-2018

Code	Classification	Total
1000	Certificated Salaries	241,706
2000	Classified and Other Non-instructional Salaries	210,714
3000	Employee Benefits	126,421
4000	Supplies and Materials	45,445
5000	Other Operating Expenses and Services	185,200
6000	Capital Outlay	300
8000	Transfers Out	20,350
	TOTAL	\$830,136

POINT OF CONTACT

Melissa Cervantes
Dean of Institutional Equity, Diversity, and Inclusion
cervantesmelissa@fhda.edu
650-949-7070

ALTERNATE POINT OF CONTACT

Doreen Finkelstein
Institutional Research and Planning
finkelsteindoreen@fhda.edu
650-949-7142